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ABSTRACT

Intended to help vocational instructors and administrators involve local advisory councils in improving the quality of vocational programs, this handbook provides information on the role of councils and makes specific suggestions on how administrators and instructors can prepare for council meetings and obtain feedback from council members. The handbook consists of these sections: (1) an introduction that explains what the handbook attempts to do; (2) a section that explains the structure of local advisory councils, including administrative councils, general advisory councils, and ad hoc advisory councils; (3) a description of vocational instructional program advisory councils; (4) a section on procedures for establishing an advisory council, including information on the charter or constitution, bylaws, the selection of members, the size of the council, the members' terms of service, the orientation of new members, and the selection and duties of officers; (5) advice on how to plan and conduct council meetings and how to develop a plan of work to be accomplished by the council; (6) a section on how to recognize members' accomplishments, including a sample certificate; (7) a section on selective activities for regular meetings regarding program objectives, competencies, equipment and facilities, student services, public relations, and instructor inservice training; and (8) a section on administrative response. The document concludes with a list of three resources and nine references. (CML)

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Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement

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Through the efforts of these individuals and groups, the hope is that vocational staff will more effectively involve advisory groups in program improvement.

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Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement

Introduction

The role of advisory councils in vocational education over the years has involved advocacy, employment assistance, curriculum development, and evaluation as well as other functions. All of these functions comprise parts of the goal of program improvement. How to effect program improvement concerns many vocational instructors and administrators across the country.

One of the purposes of the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, is to promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education, and in making the vocational system more responsive to the labor market. A strong thread of private sector involvement is woven throughout the Act. One of the most effective means of accomplishing private sector involvement is through the utilization of active local advisory groups.

Whether the advisory groups are called advisory councils, advisory committees, or local technical committees (LTC) is a matter of local choice. At the local level it may be desirable to borrow language from the Perkins Act relating to required technical committees. State technical committees are to advise on the development of state-of-the-art curricula that addresses state labor market needs. For simplicity in this Handbook, however, the term "council" will be used.

The purpose of this Handbook is to assist vocational instructors and administrators in fully involving local advisory councils in the process of improving the quality of vocational programs. Providing guides for instructors in building a solid working relationship with council members, the Handbook helps instructors prepare for council meetings and suggests specific response mechanisms from council members. This feedback allows each council member to record observations relative to the program to avoid the frequent criticism of poor communication between the council and the school. Local advisory councils can be effective partners in program improvement because they know precisely what is expected of a prospective employee in the business or industry they represent. Blending the expertise of advisory council members with the instructional skills of the vocational instructor precedes building a high quality vocational education program.

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Structure of Local Advisory Councils

Although there may be administrative, general, and ad hoc advisory councils serving a school or a group of vocational programs, it is essential for developing and maintaining quality programs that specific expertise be made available to program instructors. Therefore, this Handbook will focus on vocational instructional program advisory councils. However, a short description of other types of advisory councils may be helpful to the vocational instructor. The recommendations from councils are advisory, and final policy is vested in the local governing body, such as a board of education or board of trustees.

Administrative Advisory Council

The administrative advisory council is organized for the specific purpose of improving lines of communication between area vocational schools and those schools sending students to an area vocational school. This council deals with schedules, calendars, new programs, student recruitment, transportation, and other items that are necessary for the administrative body to consider.

The members of this council are generally the chief school administrators of each of the participating districts, although it is not unusual for a guidance counselor to be a member. In large metropolitan areas, the principals or assistant principals of high schools sending students to the area center are often the council members representing their schools. Each school sending students to the area school should have a representative on the administrative council.

General Advisory Council

The general advisory council is appointed for the specific purpose of advising the vocational administrator regarding the maintenance, extension and improvement of the total vocational education program. Members consider the findings of the more specialized instructional program advisory councils and draft recommendations to present to the local board of education or board of trustees, administration, and vocational staff.

The primary function is to advise in planning, recruitment, placement, and public relations. In fulfilling these responsibilities, the council members help to maintain quality vocational education and insure support from the community.

Ad Hoc Advisory Council

Ad hoc councils are generally of short-term tenure, appointed and organized for a specific purpose such as pre-operational program planning, student recruitment, preparation for an evaluation or any special problem that may arise during the development or operation of a program of vocational education. Following the completion of the specific assignment, the ad hoc council is terminated. However, members of the council may be further utilized as members of permanent councils.

Description of Vocational Instructional Program Advisory Councils

Vocational instructional program (VIP) advisory councils are officially appointed by the governing board of the local education agency or institution. Members are volunteers who share an expert working knowledge of the job tasks and competency requirements for specific occupations. With members drawn primarily from the private sector of the community, with appropriate public sector representation, the principal purpose of this council is to improve the quality and impact of instruction in programs that prepare workers for the target occupations. The councils provide advice in areas such as occupational performance competencies, instructional objectives, equipment selection, facility layout and modification, job requirements, credentials, program articulation, labor market needs as well as trends, career opportunities, instructor competencies and retraining strategies, and student recruitment and orientation.

However, it should be noted that council activity is limited to suggestions, recommendations, and assistance. Authority does not include administrative or faculty control of the programs; these responsibilities are reserved for the local education agency or institution.

On the other hand, because council members have expert knowledge in the program field and because the council has chartered or constitutional authority granted by the governing board of the local education agency or institution, council advice is taken seriously by instructional program officials. VIP councils are goal oriented toward program improvement. They promote constructive and necessary change within a program, generating and transmitting any ideas to the program from the employment community and from the program to the employment community.

Focusing on helping vocational instructors to develop and use VIP advisory councils, this Handbook suggests a format for several regular meetings. Each meeting is devoted to a specific part of a vocational program to further develop the partnership of the community, represented by advisory council members, and the instructional staff as they strive for program improvement.

Procedures for Establishing the Advisory Council

Generally, the establishment of an advisory council starts with the vocational instructor and school administrator discussing the role, function, and purposes of an advisory group. They will also discuss the organizational structure and the procedure for establishing such a group. The school administrator, in turn, advises the local governing board of the need for the formation of an advisory council and recommends an establishment of such a group. The local board adopts a resolution or authorization statement to this effect. A sample statement of authorization appears in Figure 1.

Figure 1
Sample Statement of Authorization

Authorization for the Establishment of a Vocational Instructional Program Advisory Council for

_____

(name of program)

The Board of (local education agency or institution) hereby approves and authorizes the establishment of a citizens' advisory council for the (name of vocational) program. The work of the council will be limited to the legitimate concerns of the (name of) program unless otherwise authorized by action of the Board. The council will operate as prescribed by the Policy Statement. The Board reserves the right to terminate the services of any council member at any time it believes that such action would be in the best interests of the school system.

_____

Date _____ _____

_____

Charter or Constitution

Effective VIP councils are guided by a charter or constitution. In the charter or constitution, the governing board presents guidelines and policy for the council, eliminating many potential problems, in the following areas:

- Name of the council and its governing board
- Purpose of the council
- Relationship of the council to the educational governing board
- Council membership
- Organizational structure
- Procedural rules or bylaws

The charter or constitution must be a written document, included as part of the official policy guidelines of the local educational agency or institution. Once approved, it can be amended only by the governing board. However, the council does develop its bylaws and operational rules.

Figure 2 is a sample charter or constitution for a VIP advisory council. The example is not intended to be exhaustive; rather, it is an illustration.

Figure 2
Sample VIP Advisory Council Charter

Charter for Vocational Instructional Program Advisory Council

I. The Council will be called the (name of Council).
It is authorized by the (name of governing body) and will serve at the pleasure of the governing body.

II. Purposes

The Council is created for the purpose of working with the (name of vocational program) and shall limit its activities to advising on matters that directly concern the instructional program. The specific purposes of the Council may include the following responsibilities:

- assist in placing students at work sites
- determine necessary entry-level skills, attitude, and knowledge competencies as well as performance levels for target occupations
- facilitate cooperation and communication between the training program and the economic community
- assist in program evaluation by comparing training outcomes with training objectives for entry-level competencies
- study number of workers needed by target occupation in the community
- help recruit students into the program
- assist the program in setting training priorities, including participating in ongoing planning activities of the program
- facilitate instructor inservice education through arranging exchanges with industry personnel

III. Relationship of Council to Educational Governing Board

It is the role and sole prerogative of the Board to enact policy. The VIP advisory council is expected to offer recommendations for instructional programs and to provide information relevant to policy about the instructional program to the administration and instructors.

IV. Membership

- Composition. The VIP advisory council shall consist of (number of) members. Members will be selected and appointed by the Board. VIP council members will constitute a cross-section of the employment community, with special emphasis on private sector employees and employers. Moreover, at least 60 percent of the council membership should be employees in the target jobs or supervisors of such employees. Membership shall include representation of minority and target groups whose interests must be served in vocational education.
- Term. A term of office shall last for three years, with one-third of the membership appointed each year. Terms shall not be renewable within 11 months after conclusion of an earlier term. Terms will begin on August 1.

V. Organizational Structure

- Officers. The council will have a chair, a vice chair and recording secretary who are elected for one-year terms by the membership. Elections for the next term will be held at the last meeting of the present term.

VI. Procedural Rules

- Bylaws. The Council will draft and adopt a set of written bylaws on or before September 1 of each year. The bylaws govern council operation. Bylaws require a two-thirds vote for adoption or change.
- Meetings. The Council will meet at least (number of) times per year. Written notices of upcoming meetings will be mailed to members at least ten days before meeting.
- Minutes. Minutes of each meeting will be kept. Copies will be mailed to the board, local administrator, instructors, and council membership within two weeks after a meeting.
- Recommendations and Reports. Council recommendations and reports will be submitted in writing to the board. Documents will include both suggested action and justification for suggestions. The board will respond/react to such recommendations/reports in writing.
- Dismissal. Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat. The Council will move to fill the position.
- Public Announcements. While members are expected and encouraged to discuss the instructional program within the community, members shall not report opinions expressed in meetings, nor shall they report independently on Council action.

Bylaws

Bylaws are operational rules-formally stated guidelines ruling the selection of officers, the appointment of subcommittees, the responsibilities of members, the conduct of meetings, and the implementation of the work plan.

Because the rules of operation may need to change as the work plan or council membership changes, the bylaws must be discussed, revised and adopted at the beginning of each new school year.

Figure 3 is a sample of council bylaws and is not intended as a prescriptive example.

Figure 3
Sample of VIP Advisory Council Bylaws

ByLaws

(name of council)

(name of local education agency or institution)

(date)

A. Committee Operation

1. Meetings will be held at 7 p.m. on the first Thursday of every month unless otherwise specified in the work plan.
2. At least six meetings will be held each school year. The exact number of meetings will be determined by the annual work plan.
3. The Executive Committee will develop the agenda for each meeting.
4. The work plan will be used to set the agenda for each meeting.

5. Meeting sessions will be limited to approximately two hours.
6. Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
7. A quorum will consist of a simple majority of appointed members.
8. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

B. Subcommittee

1. Standing subcommittees will be established for membership, curriculum, equipment, employment projections, and entry-level competencies.
2. Subcommittees may be of any size, but usually will number three or four members each.
3. Subcommittees will elect their own chairs.

C. Officers

1. Officers will be elected by a simple majority. Officers will serve a three-year term and may be reelected following a one-year lapse between terms.
2. Officers will include a chair and a secretary.
3. Officers will be elected at the first meeting of each new year.

D. Member Responsibilities

1. Each member is expected to attend meetings and to participate in work activities.
2. Each member is expected to study the issues or problems which come before the Council in order to contribute to the resolution process.

E. Work Plan

1. The VIP Advisory Council will plan and conduct an annual work plan. Topics, goals, activities, time lines and responsibilities will be noted in the plan.
2. The plan will be established during the first two meetings of the Council each year.

Selection of Members

In order for the VIP Advisory Council to serve as a means of effective communication between vocational programs and the citizens to be served, the membership must be representative of the total school service area. Members may be selected to represent:

1. Geographical sections of the school service area
2. All types of business and industry, particularly those predominant in the area
3. Both labor and management
4. Parents of vocational education students
5. Former vocational students
6. Various age levels
7. Different educational levels
8. Both sexes, handicapped individuals, and racial and ethnic minorities found in the area served by the program

This representation will enable the advisory council to reflect the points of view of the various segments of the community being served by vocational education. In addition, a vocational instructor and representative of the administration should serve as nonvoting consulting members. Although the administrative representative need not be present at all meetings, the vocational instructor should be in attendance at all meetings to provide information and to participate in discussion.

Personal qualifications are another consideration in deciding who should serve. Some of the qualities which are desirable are:

1. Interest. Choose motivated persons who express sincere interest in the program. Members must be willing to devote the energy and attention required to do a good job. Often this means being dedicated both to their occupation and to the training process.
2. Availability. Seek members who will be available in terms of time and location. Members must attend meetings, work on projects and work in the employment community on behalf of the educational program.
3. Character. Seek members who have earned the confidence of their associates in the employment community; a good reputation will enhance the program's standing within the business community. Members must have the courage to express their own ideas and must respect, tolerate and work with ideas expressed by others. Cooperative, responsible, civic-minded, unselfish individuals will focus on the vocational program rather than themselves.
4. Skill/Experience. Seek members who are knowledgeable about the target occupations of the education programs. Usually this means selecting members who have work experience in the occupation. Additionally, seek members who demonstrate good communication skills, administrative skills, social vision, intelligence and leadership.

Size of the Council

The size of the council is a very important consideration. It will vary by size of the community, the scope of the vocational education offering, diversity of businesses and industries in the community, and the purpose of the council. Effective advisory councils must be large enough to reflect diversity of the employment community, yet small enough to be managed effectively. Twelve to fifteen has proved to be a desirable number of members although some effective councils are smaller. Councils with fewer than five members are less effective because they have limited perspective, inadequate information on a number of target jobs, and too few employers represented. Conversely, councils with more than 18 members become unmanageable since it becomes difficult for any single member to feel totally involved and make a significant contribution.

Term of Service

Staggered terms of service for advisory council members ensure both council continuity and ability to accommodate change. At a given time, the majority of members will have served at least one year on the council, thus ensuring continuity. Change is accommodated as new members with new ideas are added to the council each year.

A rotational, three-year term of service most easily allows for continuity and change. One-third of the total membership will be appointed beginning each year after the first year of operation. To establish this rotation with a new council, the original members draw lots that set the length of their terms at one, two, or three years, with one-third of the council in each category. Then new members are appointed as terms expire.

Relatively few effective councils reappoint members to successive terms, but require at least a one-year absence before reappointment. Establishing the length of term as policy will clarify the time demands for members at the outset.

Selection Process

Members may be elected or appointed, depending on the policy of the institution. A widely used procedure for nominating members is for the vocational instructor(s) and the appropriate administrator to recommend a list of possible nominees to the governing board. Following acceptance of the invitation to serve, notice of appointment should be made by letter from the board stating the term for which appointment is made. The appointment should also be presented to the local media for publicity.

The invitation to serve must be in writing. Figure 4 is a sample invitation letter.

Figure 4
Sample Invitation Letter

Date

Ms. Liza Edwards
213 West Lyons
Baton Rouge, LA 32418

Dear Ms. Edwards:

Your experience and demonstrated competence has led to your recommendation for membership on the Vocational Instructional Program Advisory Council. The Council is composed of outstanding business, industry, and civic representatives from our community. It works to forge closer cooperation between business and education by continually improving the vocational preparation for students in the (name of VIP). Your insight into training needs and competencies would be of great value.

We invite you to become a member of the Council; your three-year term will begin on July 15. Please consider this invitation and inform us of your decision by May 15. We look forward to working with you.

Sincerely,

The letter is short, to the point and sets a time frame for responding. Upon acceptance from invited members, the governing board must issue an appointment letter. A sample appointment letter is illustrated in Figure 5.

Figure 5
Sample Appointment Letter

Date

Mr. Don Busher
421 West Broadway
Columbia, MO 65201

Dear Mr. Busher:

Congratulations on your appointment to the (name of program) Local Technical Committee. Thank you for your willingness to serve. Your contribution will keep the program effective and up to date as well as help to make our community a better place in which to live and work.

We realize your time is limited; we will make every effort to keep our meetings prompt, precise and purposeful. There should be six meetings a year for each of the three years of your term. Your first meeting as a member is scheduled for August 1 at 7 p.m. at the (name/address of school). Mr. H.V. Green, the Committee Chair, will contact you soon to provide you with a tentative agenda and other materials.

We look forward to working with you. If you have any questions, please call.

Sincerely,

Chair of the Board

After formal appointment, the VIP advisory council chair should contact the new members to welcome them to the council and to provide them with appropriate material such as a handbook for new members.

Occasionally, a council member simply refuses to attend meetings or contribute to the council. When this happens, it is beneficial to dismiss and replace that member. Grounds and procedures for dismissal must be established in the charter or constitution. Dismissal must be official, in writing from the governing board.

Orientation of New Members

New members should be oriented to their responsibilities and tasks because the council's success depends on how well members understand their role. Orientation should continue as needed throughout the school year. Included in the orientation would be a tour of the facilities; descriptive presentations about the program by the instructor, program graduates, and current trainees; discussions of previous council work plans, current issues within the program, employer responsibilities in work-related activities; and reminders about expectations.

In addition to other orientation activities, a handbook for new members is helpful. Handbooks can be developed at the local level, or they may be purchased from sources such as the Instructional Materials Laboratory, 10 Industrial Education, Sixth and Stewart Road, Columbia, MO 65211. A handbook will facilitate discussion as well as shorten the orientation period.

Other information needed for the orientation process is a copy of course descriptions and syllabi. Also useful is a statement of the proposed outcomes or objectives of the program.

Selection and Duties of Officers

In large measure, the success of the council depends on the leadership ability of the officers.

Although election of officers may be either at the last meeting of the school year or at the first meeting of the school year, elections held during the last meeting of the school year are preferable for three reasons:

- Officers should be selected from among the experienced membership, based upon past performance. Holding elections at the end of the year allows members to draw upon their recollections of nominees' performance during the year.
- By holding elections at the end of the school year, the new officers can plan for the next year during the summer. The council starts the year ready to work rather than ready to organize.
- By holding elections at the end of the year, the first meeting of the new year can be reserved for orienting new members and for establishing the work plan for the new year.

Two or three officers should be elected for VIP advisory councils: a chair, a secretary and perhaps a vice chair. Based on information from a sample of exemplary programs, instructors consistently perform tasks which suggest the instructor's appropriate role is that of "resource" and "secretary" to the council. Procedures, characteristics and duties for each position follow.

Chair. The chair's leadership is the key to the council's success. Although an instructor in the program may chair the organizational meeting of an advisory council, most effective councils are chaired by a member other than a school representative. The chair should possess the following skills and characteristics:

- Experience as a council member for the past one or two years
- Experience in business/industry in the community served by the vocational program
- Ability to manage meetings, plan and adhere to schedules, involve members in ongoing activities, and reach closure and consensus on issues
- Skills in oral and written communication as well as willingness to make appearances before school and community representatives to present, explain and justify recommendations
- Ability to delegate responsibility as well as willingness to accept responsibility for the council's actions
- Personal characteristics such as empathy, fairness, tolerance, sound judgment and attentiveness

The responsibilities of the chair include the following:

- Work with school and community representatives to plan and carry out the council's work plan
- Prepare meeting agendas and assist school representative in managing logistics
- Preside at meetings
- Orchestrate activity, keeping group efforts focused and involving all members in tasks
- Delegate tasks and follow-up work
- Prepare background information for the council and reports on outcomes
- Represent the council at official meetings and functions
- Submit recommendations of the council to appropriate administrators and groups

Vice Chair. Some councils, especially larger ones, elect a vice chair to supplement the activities of the chair. The skills and responsibilities of the vice chair are identical to those of the chair.

Secretary. The secretary records meeting minutes and performs many clerical duties. Many councils use a school representative in this position because of the person's access to typing and reproduction facilities.

The needed qualifications and skills for the secretary are the following:

- Experience on the council and an understanding of the vocational program
- Ability to organize detailed material into a meaningful whole
- Facility for writing
- Ability to work with school personnel, employment representatives and council members

The responsibilities of the secretary include the following:

- Take minutes at meetings; type and distribute minutes
- Mail agenda, announcements, minutes and other information to members
- Help assemble and distribute necessary background information to membership
- Correspond with representatives of school and community as needed

Planning and Conducting Council Meetings

Officers direct, coordinate, and facilitate the work of the council. Both planning for meetings and the actual conduct of meetings deserve special attention to ensure that the time is well spent and that the work effort is focused.

Advanced Preparation

Successful councils meet regularly. Meeting dates are established by group decision during development of the annual work plan. To be in compliance with the law, notice of advisory council meetings must be publicized. In addition, meetings must be open to the public. Consult with the appropriate administrator regarding procedures that are followed in the system. Each meeting lasts about two hours, is focused on particular content or issues, is held in a comfortable location, and is planned well in advance of the proposed meeting date. The general planning process involves reviewing minutes of the last several meetings and the annual work plan in order to create the new meeting agenda. Agendas help prevent meetings from becoming "gripe sessions" for instructors. A sample agenda for the first meeting to organize an advisory council and a typical agenda for regular meetings are illustrated in Figures 6 and 7.

In addition to developing the agenda, meeting logistics must be arranged. The social aspects of the meeting, such as simple refreshments, contribute to group morale and commitment. Some meetings could be held away from the school to encourage an employment community atmosphere. Among the logistics that should be arranged and confirmed for each meeting are the following:

- Establish and publicize time, date and location of each meeting
- Arrange for meeting room and equipment
- Notify council members and appropriate school officials in writing of meeting date and agenda
- Arrange for social amenities (refreshments, meals, special presentations, etc.)
- Confirm all arrangements several days before meeting
- Call council members and staff to remind them of meeting
- Secure and prepare necessary background materials for issues to be addressed

Figure 6
Sample Agenda for Meeting To Organize Advisory Council

Agricultural Education Advisory Committee
Wellington High School, Room 2
September 15, 1987
7-9 p.m.

Call to Order	School Representative
Welcome	Chief Administrator
The Role of the VIP Advisory Committee	School Representative
Overview of Vocational Program	School Representative
Description of Total Education Program	School or Board Official
Introduction of Members	School Representative
New Business • Appoint Bylaws Subcommittee • Develop plan of work • Establish time, date and location of next meeting	School Representative
Adjourn for Refreshments	

Figure 7
Sample Agenda For Regular Meetings

Marketing Education Advisory Council
November 17, 1987
6:15-8:30 p.m.
Oasis Restaurant, 1111 South Main

Call to Order

Approval of Minutes

Old Business

- Report of response to previous council recommendations
- Report of Subcommittee on Competencies
- Update on work plan for year
- Other

New Business

- Establish Subcommittee on New Technology
- Assess equipment and facilities
- Other

Adjourn

Emphasis on attendance and participation in council work builds commitment and interest. Therefore, as soon as the agenda and logistics are set, the notice should be sent to members and appropriate school officials together with the proposed agenda and a copy of the minutes from the last meeting. Background materials necessary for completing the work at the upcoming meeting should also be included. A sample notice of a meeting is illustrated in Figure 8.

Figure 8
Sample Notice of Council Meeting

Dear (member):

Our next meeting of the (name) Advisory Council will be (date) at (time) p.m. in the (place). Enclosed is a copy of the agenda for the meeting. Notice that the purpose of the meeting will be (1) to begin study of the employment needs in the community and (2) to plan student cooperative work experience summer jobs.

We look forward to seeing you. Please notify me by (date) if you cannot attend.

Sincerely,

Conducting Meetings

The following guidelines have been demonstrated to be useful for managing group activity and interaction at council meetings:

- State the purpose of the meeting and review the agenda at the outset. Some councils even set goals or objectives for each meeting as a way of focusing on purposes.
- Encourage all members to speak and respect the rights and opinions of each individual.
- Ask clarifying questions.
- Periodically summarize discussion and point out the connections and contradictions between points.
- Use parliamentary procedure for decisions; otherwise, encourage open and informal discussion. The majority rules, but the minority opinion must be heard.
- Consider and resolve one issue at a time.
- Explore and encourage all points of view in working toward consensus.
- Show strong interest in attendance, ideas, and the work plan.
- Distribute work assignments throughout the group.
- Make assignments and work tasks clear and specific; explain expectations, time lines and products. Discuss background of issues so that everyone shares a common understanding of the terms and importance of the problems.
- Structure the meeting so as to avoid wasted time. This conveys a sense of organization, purpose and productivity.
- Keep members informed of activities and progress.
- Recognize and reward members. Even a simple thank you is an effective reinforcement.
- Evaluate council work regularly.

The atmosphere for interaction is especially critical because discussion is the medium through which members present views and develop findings while moving toward consensus. The most productive atmosphere in a group meeting is a supportive atmosphere, and the least productive atmosphere is a defensive one. Creating a productive atmosphere is time well spent.

The tone for the year is set by the first meeting or two. The following ideas help establish a positive tone:

- Concentrate on establishing a friendly atmosphere, coupled with a seriousness of purpose and the background information necessary to begin the job.
- Emphasize that the members' knowledge and experience is unique and of great potential value to the program.
- Tour the facilities.
- Meet students enrolled in the vocational program.
- Provide the opportunity for members to begin to know each other in a social context, perhaps during a meal or social time.
- Discuss the expectations for council work and for member behavior.
- Discuss future meetings, program needs, and past work.
- Call meeting to order and adjourn at the appointed times.

As the official record of council activites, minutes keep interested individuals and groups informed about the council's concerns, decisions, and activities. They remind members of the group's progress; they document the productivity and contribution of the ocuncil to the vocational program.

Keeping the minutes takes time, skill and persistence. Minutes must be accurate and thorough; they must be maintained promptly and continuously; they must be stylistically uniform; and they must document the information processing and recommendations of the council.

Figure 9 illustrates typical minutes for an advisory council. Specific comments and ideas are attributed to individual members. When done in a supportive fashion, crediting individuals with specific ideas in the minutes is a very effective method for reinforcing active member participation.

Figure 9
Sample Minutes

Health Occupations Advisory Council Meeting
November 15, 1987

Members Present: Helen Chen, Chuck Dunn, Cecilia Gay, Carrie Johnson, Kris Kristoph, Karen Long, Lane Nelson, Carl Cox, and Mattie Walk

Members Absent: Elizabeth Alexander, Brad Luftus

Others Present: Phyllis Beckman, Principal of Easton Health Occupations Center

Welcome

A warm welcome was extended by Chair Long. She expressed appreciation for attendance and participation. She stressed how important the Council's continuing support, assistance and input are to keeping the program viable and up to date. Dr. Phyllis Beckman, Principal of Easton Area Health Occupations Center, greeted the Council. Her greeting further assured the Council of its importance to educational goals and program vitality.

Minutes

Carl Philips read the minutes of the last meeting, and they were approved.

Old Business

No old business was brought before the Council.

New Business

Chair Long asked the Council to make suggestions about how it might improve or upgrade the program. The specific concern addressed was:

What new requirements does the health field ask of entry-level employees?

Mr. Nelson indicated that a computer or data processing background would be helpful for employees of the M.L. King Medical Center, since most tasks require the use of a central computer connecting all county hospitals. The need for computer training was further emphasized by Ms. Johnson of the Royal Medical Group, Inc. She indicated that an employee would be more skilled with prior computer knowledge. It was, therefore, the consensus of the Council that computer training should be added to the Health Occupations Center program as soon as possible.

Having agreed upon the need to add computer training to the instructional program, the discussion turned to those systems most commonly found in various facilities. Brands suggested were Hewlett-Packard, IBM, and Wang. The chair was asked to appoint a subcommittee prior to the next meeting to investigate several kinds of computers and software for possible purchase.

Adjournment

The meeting was adjourned at 1:05 p.m.

Plan of Work

In order to be effective, the work of the advisory council must be highly structured. One way to be sure the council is *not* effective is for the vocational instructors to go to meetings without any specific plans and hope that the members suggest things for the council to do. Instead, a list of activities should be developed for the council to consider. This list should be distributed early in the year and developed into a formal plan of work for the year. The activities on the plan of work should then be incorporated into the agendas for each meeting.

Following is a list of possible activities, which have been included in one or more of the models for meetings in this handbook.

- Representing and informing the business community about the program (meetings 2-7)
- Serving as a liaison group between the program and business community (meetings 2-7)
- Assisting in determining criteria for recruitment and selection of students (meeting 5)
- Aiding in placing students (meetings 3, 5-6)
- Analyzing and researching manpower needs and potential training stations (meetings 2-3, 5-6)
- Promoting the student organization activities (meetings 2, 5-6)
- Aiding in setting up training station standards (meetings 2-3, 6)
- Developing curriculum for the program (meetings 2-4, 5)
- Improving program facilities (meetings 4, 6)
- Providing instructional help through speakers, trade materials and occupational information (meetings 2, 5-6)
- Encouraging young people and parents to consider vocational education (meetings 5-7)
- Providing information concerning desirable aptitudes, educational, and experience background for entry-level jobs (meetings 2-3, 5)
- Arranging field trip visits (meetings 2-3, 6)
- Assisting and participating in surveys of local industry manpower needs (meetings 2-3, 6)
- Assisting in the development and review of course content to assure its currency (meetings 2-4) .
- Evaluating physical conditions, adequacy of equipment, and layout of program facilities (meeting 4)
- Obtaining needed equipment and supplies on loan, as gifts, or at special prices (meetings 4, 6)
- Assisting in the establishment of standards of proficiency to be met by students (meeting 3)
- Establishing and maintaining a library of visual aids, magazines, and books (meetings 2, 4-6)
- Providing sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes (meetings 2-4, 6)
- Arranging meetings for vocational educators to establish cooperative relationships between the program and business and industry (meetings 5-7)

- Conducting clinics and inservice and preservice training programs for teachers (meetings 5-6)
- Arranging for substitute or resource instructors from industry (meetings 2-3, 6)
- Assisting with projects to develop scholarships and other financial assistance for outstanding graduates who wish to continue their education and training (meetings 5-6)
- Providing speakers to address trade and civic groups concerning vocational education (meetings 2, 5-6)
- Providing news stories concerning the program to local news media (meetings 2, 5-6)
- Participating in radio and television programs designed to "sell" vocational education to the public (meetings 2, 5-6)

The plan of work is used to organize the council's activities. However, some flexibility should be maintained. A sample plan of work appears on page 19.

Recognition for Members

Reward mechanisms are important to every organization because they encourage attendance and involvement. Moreover, recognition efforts attract the attention and interest of other qualified people who may someday serve in the organization. Additionally, they bring public attention and goodwill to the organization because they demonstrate that the organization appreciates the efforts of its members.

Reward and recognition are especially important to VIP advisory councils because members are not paid for their efforts, which can absorb substantial amounts of time. However, rewards should not be given indiscriminately; instead, they should be based on actual contribution to the council's activity. They must be distributed equitably, focusing on individual efforts.

The best types of noncompensatory rewards or recognition are those that can increase productivity, improve council interaction, and increase member satisfaction. The strategies need not be elaborate. Analyses of effective councils demonstrate that most members are willing to attend regularly and work hard as long as their talents are used in tasks that involve them in the program, their recommendations are seriously considered, and they are given feedback about the recommendations and efforts.

One of the surest ways to kill a council is to use the meetings as a means of reporting program activities and asking the council to address trivial matters only. In other words, the best reward is to ask for advice and respond to it.

Among the strategies and techniques that have been used effectively by VIP advisory councils to reward and recognize members extrinsically are the following:

- Issue press releases announcing member appointments
- Send members personal letters of appreciation upon completion of tasks and at the conclusion of the terms of service

Figure 10

Sample Plan of Work for Vocational Program Advisory Committee

GOAL	OBJECTIVES	ACTIVITIES	COMMITTEE ASSIGNED	YEAR		
				19 -19	19 -19	19 -19
1. To provide local educational agencies with advice in developing vocational education programs.	(a) To advise regarding course content to insure it meets the changing needs of industry.	1. Review of textbooks and materials used in course.				
		2. Conduct job analysis in local industries and businesses in the area served by the local educational agency.				
		3.				
		4.				
	(b) To advise regarding the physical condition of facilities and adequacy of program equipment.	1. Review of requests for laboratory and shop equipment and supplies.				
		2. Review classroom and shop safety program.				
		3.				
		4.				

- Award members framed certificates of appreciation or plaques at the conclusion of their service
- Hold a recognition dinner each year to thank members
- Invite members to tour the school program during regular hours to see the results of their efforts and to meet students
- Send holiday and birthday greetings to members
- Provide members with reserved, convenient parking
- Send a letter of appreciation to the advisory council member's supervisor and/or company, explaining the good job being done by the member and thanking the company for its support
- Schedule a meeting that the institution's chief administrator can attend
- Discuss individual contributions in public forums
- Invite members to special school and program events such as ground breaking ceremonies
- Place members' names on a display board or plaque at the school
- Ensure that announcements and reports about the program made by administrators include references to the council and/or council members
- Involve all council members in planning the work plan for the year
- Provide members with written feedback about council recommendations

Figures 11 and 12 illustrate a sample letter and sample certificate of appreciation, respectively. Notice that the letter refers to specific contributions made by the member and the council. Further, it focuses on the member, not on the school or program.

Figure 11
Sample Letter of Appreciation

Date

Dear Mr. Busher:

Thank you for your help with the (name of program). Your contribution has been very important to the success of the Council. Because of your efforts, each graduating trainee completed the program with excellent entry-level skills. Moreover, all graduates have found jobs in the trade. Also, the Council's efforts to begin a long-term evaluation of the curriculum should result in further upgrading of effective training.

The continuation of a superior program in the (name of) trade is possible only with the support of knowledgeable and enthusiastic Council members like you.

Best wishes for your continued success and dedication.

Sincerely,

Lisa Antony

Figure 12
Sample Certificate of Appreciation

Certificate of Appreciation

Presented to

(Name of Individual)

For Service to the

(Name of Program) Advisory Council

(Chair of Governing Board)

(Date)

(Chair of VIP Advisory Council

Selected Activities for Regular Meetings

Vocational instructors sometimes find planning worthwhile agendas for subsequent meetings to be difficult even though the first and perhaps second meetings of many advisory councils have been well organized and productive. Therefore, a format for structured input from council members has been included.

Assessments to obtain input from the council for six or perhaps more meetings are provided. Some of the assessments might be used as self-studies prior to council meetings, all could be used by members at meetings. Although the assessments are in a logical order for meetings, there may be reasons to change the order. The Handbook allows vocational staff flexibility in choice of type of assessments as well as order of presenting them to the council. An explanation is given for each proposed meeting as well as the responsibilities of the instructor(s) and the chair of the council.

Explanation:

It is important that the vocational instructional program advisory council be apprised of program objectives and content so that they can effectively participate in its development and improvement. This requires more than a cursory review of material. The instructors play a vital role in this part of the evaluation process because optimum organization is required. It is essential that council members understand the basis on which the program was developed as well as the rationale for changes and/or additions. A format for assessment of program objectives and content of the program is attached.

More than one meeting may be required to complete this assessment. After the council reaches consensus, its recommendations are forwarded to the institution's general advisory council or the appropriate administrative representative.

Responsibilities of the Instructor(s):

1. Provide council members a copy of the philosophy of the school and the program, a summary of program objectives, preferably written in measurable terms, a general outline of technical content, and an agenda. A sample agenda for this meeting is on page 24.
2. Complete the rating sheet on pages 25-26 as a self study; or, as an alternative, provide council members the rating scale to indicate their perception of the integrity of program content.
3. Provide council members a copy of pages 27-30 so that their responses to the questions may be used as a basis of discussion as the group moves toward consensus on recommendations relating to the program objectives and content. A limited amount of space is provided for members to jot down key words to remind them of points they want the group to discuss. The secretary should record a summary of the responses. Instructor(s) may choose to ask council members to complete both the rating scale and answer the questions prior to the discussion.

Responsibilities of the Chair:

1. Submit the Summary Report and Recommendations form, page 31, accompanied by appropriate explanation and/or documentation, to the institution's general advisory council or appropriate administrative representative.
2. At a subsequent meeting, report the administrative response (page 77) to the council.

Agenda
Council Meeting on Program Objectives and Content

Call to Order

Approval of Minutes

Old Business

- Report of response to previous council Summary Reports and Recommendations
- Other

New Business

- Goal: Assess program objectives and content
  - Distribution of philosophy, program objectives and outline of technical content
  - Distribution of assessment forms
  - Discussion to reach consensus on recommendations
  - Summarize information for the Summary Report and Recommendations
- Other

Adjourn

Assessment of Program Objectives and Content **Council Meeting No. _____**

Program: _____ Instructor(s): _____

_____

_____

Instructions: Please rate the following measures of quality according to your perceptions of the program. Circle the number from 1 to 5 that appropriately describes your assessment with 1 being lowest and 5 being highest.

1.	A statement of philosophy has been developed based on the statement of the philosophy of the school.	1	2	3	4	5
2.	Statements of goals and objectives have been developed/revised based on student surveys of interest.	1	2	3	4	5
3.	Statements of goals and objectives have been developed/revised based on surveys of student aptitude and ability.	1	2	3	4	5
4.	Statements of goals and objectives have been developed/revised based on surveys of labor market studies.	1	2	3	4	5
5.	Statements of goals and objectives have been developed/revised based on job analyses.	1	2	3	4	5
6.	Statements of goals and objectives have been developed/revised based on advisory council input.	1	2	3	4	5
7.	The program content meets the needs of various levels of student ability.	1	2	3	4	5
8.	Course content reflects the latest developments/trends in the field.	1	2	3	4	5
9.	Course content provides for awareness of self-employment as an option.	1	2	3	4	5
10.	There is a plan for course review and revision.	1	2	3	4	5
11.	Course content and curriculum are designed to meet the needs of different ability levels.	1	2	3	4	5
12.	Program objectives are consistent with what business/industry expect a new employee to know and be able to do.	1	2	3	4	5
13.	There is a systematic procedure for following up students who have left or completed the program to ascertain their success on the job in order to improve program quality.	1	2	3	4	5
14.	The vocational needs of target populations (women, handicapped, disabled, limited English-proficiency, minorities) within the institutional service areas have been identified.	1	2	3	4	5
15.	The resources required to accomplish the program objectives are available.	1	2	3	4	5
16.	Instructor(s) use a written outline and syllabus for each course.	1	2	3	4	5

17.	Classroom and laboratory management and instruction simulate the methods, processes, and procedures used in business/industry.	1	2	3	4	5
18.	Appropriate training stations have been identified and developed to facilitate supervised occupational experiences (internships or cooperative work experiences).	1	2	3	4	5
19.	Student organization activities complement learning activities in the classroom.	1	2	3	4	5
20.	Students are placed in training stations which are consistent with their career goals and provide opportunities to advance toward the goals.	1	2	3	4	5
21.	Instruction in the classroom/shop/laboratory is correlated with supervised occupational experiences (internships or cooperative work experience).	1	2	3	4	5
22.	A vocational instructional management system provides a framework for planning and organizing instruction.	1	2	3	4	5
23.	A positive work attitude is encouraged in the classroom, student organization, and training stations.	1	2	3	4	5

Assessment of Program Objectives and Content **Council Meeting No.** _____

Program: _____ Instructor(s): _____

_____

_____

1. How can objectives and/or philosophy be changed or added to make them consistent with what business/industry would expect a new employee to know and be able to do?

2. What are some ways in which the program can meet the various ability levels of the students served?

3. How can the vocational needs of special populations (handicapped, nontraditional, disadvantaged, limited-English proficiency, minorities) be identified?

4. What additional resources, if any, are needed to accomplish the program objectives and how might they be obtained?

5. Based on *local* labor market studies, is the demand for this occupation high, average, or low?

6. What changes, if any, need to be made in classroom and laboratory management and instruction to simulate the methods, processes, and procedures used in business/industry?

7. What training stations would help students meet their career goals? Give name of contact person if known.

8. Which businesses/industries/agencies would students benefit from visiting on a field trip?

9. Who in the community would be a valuable resource as a speaker or presenter and what is the area of expertise? Give place of employment.

10. What attitudes should be encouraged in the development of a positive work ethic?

11. How can instructor(s) help students acquire a positive work ethic?

Summary Report and Recommendations

Program: _____ Date: _____

Council Chair: _____

Review of Program Objectives and Content

Explanation:

An important trend in education today is competency-based education, education which prepares the student to perform tasks at predetermined and stated performance standards. In competency-based vocational education (CBVE), the tasks performed by students should be based on specific duties and tasks done by workers on the job. The tasks on which students in the program are expected to become competent should be validated. After the council reaches consensus, its recommendations are forwarded to the institution's general advisory council or appropriate administrative representative.

Responsibilities of the Instructor(s):

1. Select a method, through consultation with the appropriate administrator and possibly the council chair, for validating program competencies. Two alternatives for validating competencies are:

   A. The V-TECS materials (sample on pages 35-36) available from the Instructional Materials Laboratory, 10 Industrial Education Building, Sixth and Stewart Road, Columbia, MO 65211, may be used for validation by council members. For information on specific occupations or occupational groups, call IML at 1-800-392-7217 (toll free).

   B. Instructor(s) may develop a checklist of job duties and ask members to respond.

2. Give council members an agenda. A sample agenda for this meeting is on page 34.

3. Provide council members forms or lists selected for use in assessing program competencies.

4. The rating sheet on page 37 may be used as a self-study completed by the instructor(s) rather than by the council.

Responsibilities of the Chair:

1. Submit the Summary Report and Recommendations form, page 39, accompanied by appropriate explanation and/or documentation, to the institution's general advisory council or appropriate administrative representative.

2. At a subsequent meeting, report the administrative response (page 77) to the council.

Agenda
Council Meeting on Competencies

Call to Order

Approval of Minutes

Old Business

- Report of response to previous council Summary Reports and Recommendations
- Other

New Business

- Goal: Assess competencies
  - Distribution of assessment forms or lists
  - Discussion to reach consensus on recommendations
  - Summarize information for the Summary Report and Recommendations
- Other

Adjourn

Available from Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

V-TECS

VOCATIONAL – TECHNICAL EDUCATION CONSORTIUM OF STATES

V 129 Accounting Clerk
V 1 Advertising Artist
V 2 Agricultural Equipment Parts Salesperson
V 74 Appliance Repairer
V 63 Architectural Drafter
V 136 Auctioneer
V 126 Audio Visual Repairer
V 3 Auto Body Repairer
V 4 Auto Mechanic
V 5 Auto Parts Salesperson
V 137 Automotive Engine and Drive Train Technician
V 89 Baker
V 7 Banking Clerk/Related Occupations
V 6 Bank Teller
V 130 Bindery Worker/Web Press Operator
V 8 Bookkeeper
V 94 Building Repairer
V 79 Business Machine Repairer
V 102 Cabinetmaker
V 9 Carpenter
V 10 Cashier/Checker
V 114 Cattle Rancher
V 66 Chemical Sales/Chemical Applicator
V 11 Child Care Worker
V 12 Clothing Alterationist
V 116 Commercial Cook
V 13 Computer Operator (Data Processing)
V 14 Computer Programmer
V 115 Concrete Worker
V 133 Corrections Officer
V 134 Corrections Sergeant
V 15 Cosmetologist
V 16 Cotton Ginner
V 17 County Tax Collector
V 100 Crop Production: Cotton Grower
V 98 Crop Production: Farmer Cash Grain
V 97 Crop Production: Orchardist
V 99 Crop Production: Tobacco Grower
V 97 Crop Production: Vegetable Grower
V 18 Custom Dressmaker
V 124 Dairy Worker
V 121 Data Entry Operators
V 19 Dental Assistant
V 113 Dental Hygienist
V 87 Dental Laboratory Technician
V 20 Die Designer Jig and Fixture Designer
V 60 Diesel Mechanic
V 128 Duplicating Machine Operator
V 96 Electronics Mechanic
V 21 Emergency Medical Technician
V 110 Environmental Control System Installer/Repairer
V 93 Executive Secretary
V 67 Farm Business Manager
V 62 Farm Equipment Mechanic
V 65 Farm Equipment Operator
V 95 Fashion Salesperson
V 22 Fire Fighter
V 23 Floriculture Worker
V 118 Food Marketing Manager Supervisor
V 24 Food Management Production and Services
V 92 Garden CTR Salesperson, Garden CTR Worker, Landscape Designer
V 25 Gardener/Grounds Keeper
V 26 General House Worker
V 85 Hardware Salesperson
V 27 Health Care Worker
V 77 Heavy Equipment Mechanic
V 28 Home Furnishings Worker
V 69 Homemaker: Clothing and Textiles
V 70 Homemaker: Foods
V 71 Homemaker: Housing and Furnishing
V 72 Homemaker: Human Development
V 73 Homemaker: Management and Family Economics
V 29 Hospital Ward Clerk
V 30 Hotel/Motel Desk Clerk
V 101 House Electrician
V 88 Industrial Electrician
V 93 Industrial Maintenance Mechanic
V 31 Industrial Sewing Machine Operator
V 135 Industrial Traffic Manager
V 32 Janitor
V 105 Land Survey Field Technician
V 33 Legal Secretary and Court Reporter
V 34 Licensed Practical Nurse
V 132 Machine Tool Operator
V 35 Machinist
V 36 Masonry
V 37 Meat Cutter
V 139 Mechanical Drafting
V 38 Medical Assistant
V 138 Medical Clerical Worker
V 39 Medical Lab Technician
V 109 Medical Record Technician
V 91 Medical Secretary
V 108 Miner I: General Underground Coal Mine Worker
V 104 Nuclear Medicine Technologist
V 40 Nursery Worker
V 41 Nurses Aide/Orderly
V 61 Oil Field Technician
V 80 Operating Room Technician Occupations
V 117 Parenting
V 42 Patrolman
V 123 Photo Laboratory Technician
V 43 Plumber
V 131 Poultry Farmer
V 44 Printing Occupations
V 111 Property Manager
V 45 Public Housing Management
V 78 Radio Communications Technician
V 46 Radio/Television Repairer
V 75 Radiographer
V 106 Railroad Track Layer
V 90 Refrigeration Mechanic
V 103 Respiratory Therapist
V 62 Retail Credit Manager
V 47 Retail Flower Shop Salesperson and Floral Designer
V 119 Roofer
V 48 Secretary
V 49 Security Guard
V 50 Sheet Metal Worker
V 51 Ship Operations
V 127 Shipping and Receiving Worker
V 52 Small Engine Repairer
V 81 Solar Heating Mechanic
V 122 Still Photographer
V 112 Swine Farmer
V 53 Textile Production
V 54 Timber Harvesting Occupations
V 55 Tractor Mechanic
V 120 Tractor Trailer Truck Driving
V 56 Turfgrass Maintenance Worker
V 84 Underground Coal Mine Machine Maintenance
V 125 Upholsterer
V 58 Veterinary Assistant Occupations
V 107 Waiter/Waitress
V 57 Warehouse Worker
V 59 Water/Wastewater Treatment Plant Operator
V 59 Welder
V 64 Word Processing Administrative Support Secretary
V 76 Word Processing Correspondence Specialist

Write for price.

TASK
A statement of terminal behavior which describes a meaningful unit of work having a definite beginning and ending point.

STANDARD
An observable or measurable standard of performance deemed appropriate for successful completion of task by incumbent workers or reliable source. Can be used to formulate criterion reference measures for performance testing.

CONDITIONS
Specifies necessary tools, equipment, work aids and environmental factors related to performance of the task.

PERFORMANCE GUIDE
A sequential listing of steps ordinarily followed when performing the task.

DUTY: PERFORMING BURNING/WELDING ACTIVITIES

PERFORMANCE OBJECTIVE 17

TASK: Make fillet weld using oxyacetylene welding equipment

STANDARD: The weld must be deposited with complete fusion and must be free from slag, overlapping, cracking, and porosity; it must be at least 25% greater in width than depth, must be without undercutting, and must possess the specified convexity/concavity.

CONDITION FOR PERFORMANCE OF TASK:
Oxyacetylene welding equipment (previously set up)
Oxyacetylene welding tips
Protective clothing
Weld gauge
Welding rods
Wire brush
Work order
Workpiece (with joint prepared and tacked into position)

PERFORMANCE GUIDE:
1. Consult work order for weld specifications.
2. Check work area for hazards.
3. Select/install welding tip.
4. Check/clean tip as necessary.
5. Select welding rod.
6. Adjust 0_2 and acetylene pressures for welding.
7. Put on protective attire.
8. Recheck positioning of workpiece.
9. Ignite torch.
10. Adjust flame.
11. Readjust regulators as needed.
12. Run fillet weld.
13. Brush weld as specified.
14. Inspect weld.
15. Measure weld.

SOURCE FOR STANDARD: Writing team of incumbent workers

DUTY
A broad descriptor under which similar tasks are organized.

PERFORMANCE OBJECTIVE
*A statement of instructional intent (**TASK**) which describes the specific action to be demonstrated and the **STANDARD** of acceptable performance which must be exhibited, and describes the **CONDITION** under which the task is to be performed.*

SOURCE OF STANDARD
Refers to the source of the standard of acceptable performance stated in the performance objective.

V-TECS Sample Page:
Performance Objective
from
Welding Catalog

Competencies **Council Meeting No.** _____

Program: _____ Instructor(s): _____

_____

_____

Instructions: Please rate the following measures of program quality related to developing competencies. Circle the number which appropriately describes your assessment with 1 being low and 5 being high.

1.	Adequate records are kept regarding the development of competencies of each student.	1	2	3	4	5
2.	The competencies to be developed by students are consistent with the objectives of the program.	1	2	3	4	5
3.	The competencies to be developed by students are consistent with labor market studies.	1	2	3	4	5
4.	Affective work competencies (attitude) are emphasized in the classroom, student organizations, and training stations.	1	2	3	4	5
5.	The level of competency expected is appropriate for an entry-level position in the field.	1	2	3	4	5
6.	Lists of competencies, such as V-TECS, were used to validate competencies to be taught in the program.	1	2	3	4	5
7.	Performance objectives allow sufficient time for individual learning styles so that students can master competencies essential to the occupation.	1	2	3	4	5
8.	Evidence exists that all the students have mastered the important job requirements--skill (psychomotor), knowledge (cognitive), and attitude (affective).	1	2	3	4	5
9.	Evaluation techniques measure an individual's performance of a predetermined job standard.	1	2	3	4	5

Summary Report and Recommendations

Program: _____ Date: _____

Council Chair: _____

Review of Assessment of Competencies

Explanation:

This exercise is designed to obtain an advisory council response relative to equipment and facilities. In the evaluation process, it is important to achieve a better understanding of the needs in these areas. Such information is important to program planners who have the responsibility of interpreting local needs. After the council reaches consensus, its recommendations are forwarded to the institution's general advisory council or the appropriate administrative representative.

Responsibilities of the Instructor(s):

1. Give council members an agenda. A sample agenda for this meeting is on page 42.
2. Provide a list of program objectives and competencies.
3. Adapting the equipment inventory used by the school or using the form on page 45, provide an inventory of major equipment items indicating purchase date, an assessment of repair history, technical integrity, and projected place in the replacement cycle. Complete columns 1-4 before giving the inventory sheet to council members.
4. Conduct a tour of the classroom and laboratories to apprise council members of what is available to the student. Point out both strengths and limitations in regard to the facilities.
5. Provide council members a copy of page 47 so that their responses to the questions may be used as a basis of discussion as the group moves toward consensus on recommendations related to equipment and facilities.

Responsibilities of the Chair:

1. Submit the Summary Report and Recommendations form, page 49, accompanied by appropriate explanation and/or documentation, to the institution's general advisory council or appropriate administrative representative.
2. At a subsequent meeting, report the administrative response (page 77) to the council.

Agenda
Council Meeting on Equipment and Facilities

Call to Order

Approval of Minutes

Old Business

- Report of response to previous council Summary Reports and Recommendations
- Other

New Business

- Goal: Assess equipment and facilities
  - Distribution of program objectives and competencies
  - Distribution of equipment inventory
  - Tour of classroom and laboratory
  - Distribution of assessment forms
  - Discussion to reach consensus on recommendations
  - Summarize information for the Summary Report and Recommendations
- Other

Adjourn

Assessment of Equipment and Facilities **Council Meeting No. _____**

Program: _____ Instructor(s): _____

_____

_____

Instructions: An inventory of major equipment items is provided with information on the purchase date, repair history, and projected replacement date. Space has been provided for you to indicate your perception of the condition and technical integrity of each item. Please rank the equipment items in order of priority for replacement.

For column 3, please refer to the following rating scale:

1. Equipment requires little or no repair; parts and service are readily available.
2. Equipment requires frequent repair, but parts and service are available and costs are modest.
3. Equipment requires frequent repair, parts and service are difficult to get, and maintenance costs are extremely high.
4. Equipment is virtually inoperable due to downtime.

For column 5, please refer to the following rating scale:

1. Equipment is similar to that an employee would expect to find on the job and is needed to teach a program competency.
2. Equipment, while not completely up to date, is conceptually adequate to the extent that the prospective employee could readily adapt to newer models.
3. Equipment is outdated to the extent that newer technologies are conceptually different, and prospective employees would find it difficult to adapt to what exists in industry or the equipment is not needed to teach a program competency.

Equipment Inventory	1	2	3	4	5	6	7
	Year Purchased	New or Used (N) (U)	Repair History	Projected replacement date	Technical integrity	Recommend-ed priority for replacement	Estimated cost

Instructions: Describe major equipment which you believe should be added to the program, either for replacement of outdated pieces or for incorporation of new technical competency instruction into the program.

Instructions: Describe the needed facility modifications or additions which are required or recommended to improve the quality of the program.

Summary Report and Recommendations

Program: _____ Date: _____

Council Chair: _____

Review of Assessment of Equipment and Facilities

Explanation:

Student services are an important component of the vocational instructional program. Meeting the needs of each student is a challenge. After the council reaches consensus, its recommendations are forwarded to the institution's general advisory council or the appropriate administrative representative.

Responsibilities of the Instructor(s):

1. Give council members an agenda. A sample agenda for this meeting is on page 52.
2. Provide copies of placement procedures, placement information based on percentages of related employment, nonrelated employment, and unemployment, information related to membership of students in professional organizations and/or trade associations, attendance at trade shows and/or conferences, results of surveys, and other information required for an informed response to the assessment forms.
3. Complete the rating sheet on page 53 as a self-study; or as an alternative, provide council members the rating scale to indicate their assessment of student services.
4. Provide council members a copy of pages 55-57 so that their responses to the questions may be used as a basis of discussion as the group moves toward consensus on recommendations related to student services. A limited amount of space is provided for members to jot down key words to remind them of points they want the group to discuss. The secretary should record a summary of the responses. Instructor(s) may choose to ask council members to complete both the rating scale and answer the questions.

Responsibilities of the Chair:

1. Submit the Summary Report and Recommendations form, page 59, accompanied by appropriate explanation and/or documentation, to the institution's general advisory council or appropriate administrative representative.
2. At a subsequent meeting, report the administrative response (page 77) to the council.

Agenda
Council Meeting on Student Services

Call to Order

Approval of Minutes

Old Business

- Report of response to previous council Summary Reports and Recommendations
- Other

New Business

- Goal: Assessment of student services
  - Distribution of placement procedures; placement information based on percentages of related employment, nonrelated employment, and unemployment; information related to membership of students in professional organizations and/or conferences and results of surveys
  - Distribution of assessment forms
  - Discussion to reach consensus on recommendations
  - Summarize information for the Summary Report and Recommendations
- Other

Adjourn

Student Services

Program: _____ Instructor(s): _____

_____

_____

Instructions: Please rate the following items according to your perceptions. Circle the number from 1 to 5 that appropriately describes your assessment with 1 being low and 5 high.

1.	Is there a student recruitment plan which includes special populations (handicapped, disadvantaged, nontraditional, limited-English proficiency, minorities)?	1	2	3	4	5
2.	Students in special populations accessed the program and succeeded in the program.	1	2	3	4	5
3.	Graduates of special populations have been surveyed to determine if their vocational needs have been met.	1	2	3	4	5
4.	There are specific plans for the follow-up of both program completers and noncompleters. (Does not apply to consumer and homemaking.)	1	2	3	4	5
5.	Job placement related services are provided for both program completers and noncompleters.	1	2	3	4	5
6.	Students are actively involved in vocational student organizations.	1	2	3	4	5
7.	A partnership exists, perhaps through the use of an advisory council, between the vocational program and the community.	1	2	3	4	5
8.	Students are informed of branches or divisions of professional organizations and/or trade associations in which they are eligible for membership and are encouraged to participate.	1	2	3	4	5
9.	Students are encouraged to attend appropriate trade shows and/or conferences.	1	2	3	4	5
10.	Informational materials regarding jobs in the field are available in the classroom as well as in other designated areas such as the library or counselor's office.	1	2	3	4	5
11.	There is evidence that support services, such as counseling and development of basic skills, are adequate.	1	2	3	4	5

Student Services

Program: _____ Instructor(s): _____

_____

_____

1. How can the job placement needs of handicapped, disadvantaged, nontraditional, limited English-speaking, and minority students be met?

2. What procedures would help to improve the percentage of program completers as well as noncompleters placed in related employment?

3. What might be done to involve students in vocational student organizations?

4. How can advisory council members and others in the community assist students in accomplishing the program goals?

5. Which professional organizations and/or trade associations have student branches or divisions in which it would be helpful for students to participate?

6. Which trade shows/conferences should students attend? Give name of contact person if known.

7. What can be done to improve the recruitment of students including special populations (handicapped, disadvantaged, nontraditional, limited-English proficiency, minorities)?

8. What informational materials regarding careers need to be available in the classroom and/or in other designated areas, such as the library or counselor's office?

9. What additional support services need to be available to assist the students?

Summary Report and Recommendations

Program: _____ Date: _____

Council Chair: _____

Review of Assessment of Student Services

Explanation:

Public relations activities improve communication and cooperation between the program and its publics. By making information related to the program public, potential students, parents, employers, and others in the community may become interested in the program. A good public relations program produces goodwill and a favorable climate within the school as well as in the community. Advisory council members are in positions to assist with this effort.

Responsibilities of the Instructor(s):

1. Provide council members a calendar or list of public relations activities. A sample agenda for this meeting is on page 62.
2. Complete the rating sheet on page 63 as a self-study; or, as an alternative, provide council members the rating scale to indicate their perception of the public relations activities.
3. Provide council members a copy of pages 65-66 so that their responses to the questions may be used as a basis of discussion as the group moves toward consensus on recommendations relating to public relations activities. A limited amount of space is provided for members to jot down key words to remind them of points they want the group to discuss. The secretary should record a summary of the responses. Instructor(s) may choose to ask council members to complete both the rating scale and answer the questions.

Responsibilities of the Chair:

1. Submit the Summary Report and Recommendations form, page 67, accompanied by appropriate explanation and/or documentation, to the institution's general advisory council or appropriate administrative representative.
2. At a subsequent meeting, report the administrative response (page 77) to the council.

Agenda
Council Meeting on Public Relations Activities

Call to Order

Approval of Minutes

Old Business

- Report of response to previous council Summary Reports and Recommendations
- Other

New Business

- Goal: Assess public relations activities
  - Distribution of calendar or list of public relations activities
  - Distribution of assessment forms
  - Discussion to reach consensus on recommendations
  - Summarize information for the Summary Report and Recommendations
- Other

Adjourn

Public Relations Activities **Council Meeting No. _____**

Program: _____ Instructor(s): _____

_____

_____

Instructions: Please rate the following items according to your perceptions. Circle the number from 1 to 5 that appropriately describes your assessment with 1 being low and 5 high.

1.	Prospective students and parents are informed of career opportunities available after completing the program.	1	2	3	4	5
2.	Information about the program, including career opportunities upon graduation, is given to school counselors and other staff.	1	2	3	4	5
3.	General information about the program is disseminated to the public.	1	2	3	4	5
4.	Information regarding accomplishments of graduates is publicized.	1	2	3	4	5
5.	Information regarding accomplishments of students is publicized.	1	2	3	4	5
6.	Information regarding accomplishments of staff is publicized.	1	2	3	4	5
7.	Individuals working in local business/industry are informed of their opportunities and responsibilities in the education of students, such as providing training stations, field trip sites, and advice to individual students.	1	2	3	4	5
8.	The advisory council helps publicize the program.	1	2	3	4	5
9.	Individual recognition is provided to students when possible.	1	2	3	4	5
10.	A variety of communication media is used to publicize the program.	1	2	3	4	5

Public Relations Activities

Program: _____ Instructor(s): _____

_____

_____

1. What are some public relations activities which would recognize students, staff, and graduates?

2. How can prospective students and parents be made aware of career opportunities available after completing the program?

3. How should general information about the program be disseminated to the public?

4. What activities might be used to inform individuals working in local business/industry of the opportunities and responsibilities in the education of students, such as providing training stations, field trip sites, and advice to individual students?

5. How might public relations be improved with counselors and other staff members who have an impact on recruitment of students?

6. How could the advisory council assist with public relations efforts?

Summary Report and Recommendations

Program: _____ Date: _____

Council Chair: _____

Review of Assessment of Public Relations Activities

Goal:
Assess Instructor Inservice and Professional Activities

Council Meeting
No. 7

Explanation:

The purpose of this exercise is to stimulate ideas and obtain suggestions for research and professional activities of instructors. Keeping up to date when technical changes are occurring so rapidly is a problem for most vocational instructors. After the council reaches consensus, its recommendations are submitted to the institution's general advisory council or the appropriate administrative representative.

Responsibilities of the Instructor(s):

1. Give council members an agenda. A sample agenda for this meeting is on page 70.
2. Complete the rating sheet on page 71 as a self-study; or, as an alternative, provide council members the rating scale to indicate their assessment of instructor inservice and professional activities.
3. Provide council members a copy of pages 73-74 so that their responses to the questions may be used as a basis of discussion as the group moves toward consensus on recommendations relating to instructor inservice and professional activities. A limited amount of space is provided for members to jot down key words to remind them of points they want the group to discuss. The secretary should record a summary of the responses. Instructor(s) may choose to ask council members to complete both the rating scale and answer the questions.

Responsibilities of the Chair:

1. Submit the Summary Report and Recommendations form, page 75, accompanied by the appropriate explanation and/or documentation, to the institution's general advisory council or appropriate administrative representative.
2. At a subsequent meeting, report the administrative response (page 77) to the council.

Agenda
Council Meeting on Instructor Inservice and Professional Activities

Call to Order

Approval of Minutes

Old Business

- Report of response to previous council Summary Reports and Recommendations
- Other

New Business

- Goal: Assessment of instructor inservice and professional activities
  - Distribution of assessment forms
  - Discussion to reach consensus on recommendations
  - Summarize information for the Summary Report and Recommendations
- Other

Adjourn

Instructor Inservice and Professional Activities

Program: _____ Instructor(s): _____

_____

_____

Instructions: Please rate the following items according to your perceptions. Circle the number from 1 to 5 that appropriately describes your assessment with 1 being low and 5 high.

1.	Have vocational staff been enrolled in course work for credit within the last three years?	1	2	3	4	5
2.	Have vocational staff participated in summer institutes or workshops?	1	2	3	4	5
3.	Do vocational staff attend professional meetings or conferences to help keep them up to date in their field?	1	2	3	4	5
4.	Do vocational staff attend conferences related to instruction or the program in which they teach?	1	2	3	4	5
5.	Are adequate resources made available to staff to participate in professional activities?	1	2	3	4	5
6.	Is release time made available to staff to attend professional meetings and/or inservice programs?	1	2	3	4	5
7.	Is there an organized inservice program for new vocational staff?	1	2	3	4	5
8.	Is there an organized inservice program for the updating of vocational staff?	1	2	3	4	5
9.	Have vocational staff returned to business/industry/trade associations for work experience in the past three years?	1	2	3	4	5
10.	Is there evidence of adequate resources--journals, periodicals, trade magazines, recent textbooks--to assist staff in keeping up to date?	1	2	3	4	5
11.	Are opportunities for staff to visit business/industry and/or similar programs in other schools provided as a part of inservice education?	1	2	3	4	5
12.	Do eligible staff have membership in the national organizations representing their discipline?	1	2	3	4	5
13.	Do eligible staff have membership in the state organizations representing their discipline?	1	2	3	4	5
14.	Do eligible staff have membership in the local organizations representing their discipline?	1	2	3	4	5
15.	Are statewide leadership positions held by members of the instructional staff?	1	2	3	4	5
16.	Is the instructional staff supported and encouraged to participate in state and local organizations?	1	2	3	4	5

Instructor Inservice and Professional Activities

Program: _____ Instructor(s): _____

_____

_____

1. What meetings, conferences, or conventions do you suggest that vocational staff attend to help them keep up to date in their field? If known, please list the contact person?

2. What summer institutes or workshops would you recommend that staff attend?

3. Can you suggest businesses/industries/trade associations which might provide opportunities for vocational staff to gain additional work experience to help them keep up to date in their field?

4. Which journals, periodicals, and/or trade magazines do you consider most important for vocational staff and students to read? Which are for staff, which are for students and which are for both?

5. In which trade/business/professional organizations do you suggest vocational staff maintain membership?

6. What suggestions do you have in areas other than those above for inservice and professional activities?

Summary Report and Recommendations

Program: _____ Date: _____

Council Chair: _____

Review of Assessment of Instructor Inservice and Professional Activities

Administrative Response

Council members deserve to know their recommendations have been considered. On the other hand, council members must always remember their recommendations are advisory and it may not be feasible to implement all recommendations as presented. Following a review of each Summary Report and Recommendations, the response to the recommendations should be reported to the council. The response may take one of the following forms:

1. Adoption of the recommendation(s) as presented.
2. Adoption of the recommendation(s) with modification. Reasons for the modification should be reported.
3. Rejection of the recommendation(s) with the reasons for the rejection.

Resources

Excellence Through Instructional Management
Available from: Instructional Materials Laboratory
10 Industrial Education Building
Sixth and Stewart Road
Columbia, MO 65211
1-800-392-7217 (Toll Free Number)

Handbook for Advisory Council Members
Available from: Instructional Materials Laboratory
10 Industrial Education Building
Sixth and Stewart Road
Columbia, MO 65211
1-800-392-7217 (Toll Free Number)

Vocational Instructional Program Advisory Committee Resource Guide
May be available to be copied from state departments of education

Selected References

Advisory Committee for Vocational Education. Lincoln, Nebraska: Nebraska Advisory Council for Vocational Education.

Cochran, Leslie H., L. Allen Phelps, and Linda Letwin Cochran. *Advisory Committees in Action*. Boston: Allyn and Bacon, Inc., 1980.

Elias, J.E., M.J. Dyrenfurth and E.D. Dean. *Vocational Program Evaluation Administrator's Handbook*. Columbia: University of Missouri-Columbia, 1980.

Elias, John E. and Jo Behymer. *Handbook for Advisory Council Members*. Columbia: University of Missouri-Columbia, Department of Practical Arts and Vocational-Technical Education, 1978.

Excellence Through Instructional Management. Jefferson City: Department of Elementary and Secondary Education, Division of Career and Adult Education.

Handbook for Local Advisory Committees. Jefferson City: Missouri Advisory Council on Vocational Education, 1977.

Handbook for Members, Vocational Advisory Committee. Indianapolis: Indiana State Advisory Council on Vocational Education, 1978.

A Proposed Model for Local Advisory Committee Involvement in Program Improvement. Topeka: State Advisory Council for Vocational Education.

Rice, Eric and Douglas A. Buescher. *Vocational Instructional Program Advisory Committee Resource Guide*. Washington, D.C.: U.S. Department of Education, Office of Vocational and Adult Education.